

North Myrtle Beach Intermediate

700 Sandridge Road
Little River, SC 29566

Grades	4-5 Elementary School	
Enrollment	562 Students	
Principal	Shelton Long	843-399-2204
Superintendent	Gerrita Postlewait	843-488-6700
Board Chair	Will Garland	843-358-8002

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	50	33	3	0

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	N/A	N/A	N/A
2003	N/A	N/A	N/A
2004	Good	Below Average	Yes
2005	Good	Average	Yes

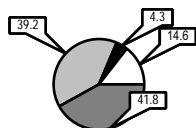
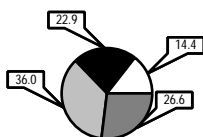
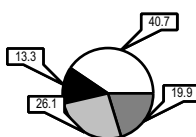
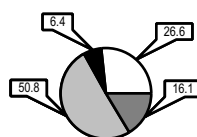
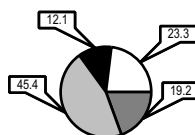
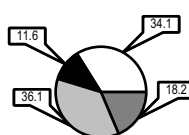
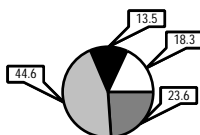
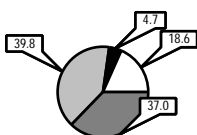
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

91.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	587	99.8	14.5	39.3	41.9	4.3	55.6	Yes	Yes
Gender									
Male	308	99.7	18.8	41.3	36.6	3.3	47.8		
Female	279	100.0	9.8	37.1	47.7	5.5	64.1		
Racial/Ethnic Group									
White	374	99.7	8.9	32.0	52.5	6.5	67.4	Yes	Yes
African American	187	100.0	25.4	52.5	22.0	0.0	33.9	Yes	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	9.1	63.6	27.3	0.0	36.4	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	483	99.8	10.8	36.1	47.9	5.2	62.3		
Disabled	104	100.0	32.6	55.1	12.4	0.0	22.5	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	587	99.8	14.5	39.3	41.9	4.3	55.6		
English Proficiency									
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	576	99.8	14.5	39.1	42.0	4.4	55.7		
Socio-Economic Status									
Subsidized meals	338	100.0	18.7	47.1	31.9	2.3	45.5	Yes	Yes
Full-pay meals	249	99.6	8.6	28.4	55.9	7.2	69.8		

Mathematics – State Performance Objective = 36.7%									
All Students	587	100.0	14.4	36.0	26.6	22.9	61.9	Yes	Yes
Gender									
Male	308	100.0	15.2	35.7	26.7	22.4	61.4		
Female	279	100.0	13.7	36.3	26.6	23.4	62.5		
Racial/Ethnic Group									
White	374	100.0	9.8	26.9	32.5	30.8	73.4	Yes	Yes
African American	187	100.0	22.6	52.5	17.5	7.3	39.0	Yes	Yes
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	27.3	54.5	9.1	9.1	63.6	I/S	I/S
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	483	100.0	7.4	36.3	28.8	27.5	70.0		
Disabled	104	100.0	49.4	34.8	15.7	0.0	21.3	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	587	100.0	14.4	36.0	26.6	22.9	61.9		
English Proficiency									
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	576	100.0	14.3	35.6	27.0	23.0	61.9		
Socio-Economic Status									
Subsidized meals	338	100.0	20.6	43.2	21.3	14.8	49.4	Yes	Yes
Full-pay meals	249	100.0	5.8	26.0	34.1	34.1	79.4		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	587	99.8	40.6	26.1	19.9	13.3	33.3
Gender							
Male	308	99.7	40.2	26.1	20.7	13.0	33.7
Female	279	100.0	41.0	26.2	19.1	13.7	32.8
Racial/Ethnic Group							
White	374	99.7	28.8	25.5	25.8	19.9	45.7
African American	187	100.0	63.8	25.4	9.0	1.7	10.7
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	36.4	54.5	9.1	0.0	9.1
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	483	100.0	32.4	29.1	23.0	15.5	38.5
Disabled	104	99.0	81.8	11.4	4.5	2.3	6.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	587	99.8	40.6	26.1	19.9	13.3	33.3
English Proficiency							
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	576	99.8	40.8	25.4	20.2	13.5	33.8
Socio-Economic Status							
Subsidized meals	338	100.0	52.6	26.8	14.8	5.8	20.6
Full-pay meals	249	99.6	23.9	25.2	27.0	23.9	50.9

Social Studies							
All Students	587	99.8	26.5	50.9	16.2	6.4	22.6
Gender							
Male	308	99.7	29.3	45.7	18.8	6.2	25.0
Female	279	100.0	23.4	56.6	13.3	6.6	19.9
Racial/Ethnic Group							
White	374	99.7	19.6	50.1	21.1	9.2	30.3
African American	187	100.0	39.5	52.0	6.8	1.7	8.5
Asian/Pacific Islander	5	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	18	100.0	18.2	72.7	9.1	0.0	9.1
American Indian/Alaskan	3	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	483	100.0	20.5	53.2	18.7	7.7	26.4
Disabled	104	99.0	56.8	39.8	3.4	0.0	3.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	587	99.8	26.5	50.9	16.2	6.4	22.6
English Proficiency							
Limited English Proficient	11	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	576	99.8	26.9	50.4	16.2	6.5	22.7
Socio-Economic Status							
Subsidized meals	338	100.0	35.5	49.7	10.6	4.2	14.8
Full-pay meals	249	99.6	14.0	52.7	23.9	9.5	33.3

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	281	100.0	12.9	47.3	34.8	5.0	39.8
	5	304	99.7	15.1	54.0	28.2	2.7	30.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	289	99.7	14.8	36.7	45.1	3.4	48.5
	5	298	100.0	14.2	41.8	38.8	5.2	44.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	281	100.0	21.1	35.8	21.5	21.5	43.0
	5	304	100.0	17.7	41.8	21.4	19.1	40.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	289	100.0	15.5	32.1	31.7	20.8	52.5
	5	298	100.0	13.4	39.9	21.6	25.0	46.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	289	99.7	36.4	29.9	18.9	14.8	33.7
	5	298	100.0	44.8	22.4	20.9	11.9	32.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	289	99.7	19.7	56.8	18.9	4.5	23.5
	5	298	100.0	33.2	45.1	13.4	8.2	21.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 562)				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	0.7%	Down from 0.8%	3.0%	3.0%
Attendance rate	96.5%	No change	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.1%	Down from 9.1%	4.1%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	5.1%	Down from 7.5%	3.2%	3.2%
Eligible for gifted and talented	26.6%	Up from 23.3%	14.8%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	14.9%	Down from 15.6%	9.0%	8.2%
Older than usual for grade	0.7%	No change	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Down from 0.5%	0.0%	0.0%
Teachers (n= 35)				
Teachers with advanced degrees	22.9%	Down from 25.0%	53.3%	52.6%
Continuing contract teachers	80.0%	Down from 86.1%	85.7%	83.3%
Highly qualified teachers	72.7%	Down from 82.8%	93.7%	93.5%
Teachers with emergency or provisional certificates	3.3%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	N/A	N/A	88.3%	87.0%
Teacher attendance rate	94.7%	Up from 94.6%	95.1%	95.0%
Average teacher salary	\$40,219	Up 2.9%	\$41,906	\$41,703
Prof. development days/teacher	16.5 days	Down from 16.7 days	13.1 days	12.8 days
School				
Principal's years at school	8.0	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	22.0 to 1	Up from 21.3 to 1	19.0 to 1	18.8 to 1
Prime instructional time	89.8%	No change	89.8%	89.8%
Dollars spent per pupil*	\$9,031	N/A	\$6,063	\$6,242
Percent of expenditures for teacher salaries*	66.0%	N/A	67.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.3%	Up from 95.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Down from Excellent	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	76.8%		89.4%	
Highly qualified teachers in high poverty schools	90.1%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

2004-2005 was another great year at North Myrtle Beach Intermediate School. Working together, our students, staff, and parents accomplished many of our performance goals. Our students have excelled academically at the school and district levels.

Data from PACT and MAP scores indicate an increase in academic achievement on English Language Arts (ELA) and Math. All of our students are administered the MAP test three times a year. From fall 2004 to spring 2005, our students' language usage, reading, and math scores improved. The results that emerge are of a school that has made solid, steady gains but whose performance needs to continue.

In order to meet the academic needs of all students, we are continuously evaluating and adjusting the instructional programs at North Myrtle Beach Intermediate. All of our students must show growth; however, we must increase the number of students scoring Proficient and Advanced in Math and English Language Arts on PACT, and Proficient on Science PACT. To better serve our gifted and talented (G/T) student population, we will continue with the strategy implemented this past year. Students are identified by the district as being gifted in math, ELA, both math and ELA, or metacognition, and received daily instruction for 30, 120, and 150 minutes, respectively, in G/T achievement groups.

Our school mission is to provide a student-centered learning environment that ensures students become responsible, self-disciplined, and achieve to their maximum potential in order to succeed in a dynamic world as active contributors in their community. Goals within our school mission include: 1) promoting a genuinely warm, positive community of learners through brain compatible classrooms where caring, respectful relationships and high expectations are evident. Lifeskills and lifelong guidelines are evident, with a reduction in detentions, in-school suspensions, and out of school suspensions. 2) Creating an enriched, engaging, learning environment where students are responsibly involved in meaningful, rigorous, challenging, and appropriate learning activities. Learning is fast paced, focused, and standards based. 3) Establishing collaborative planning, where teachers use available student data in a whole-brain approach to design learning experiences. South Carolina standards are matched to student needs in a diagnostic-prescriptive approach. Student work is continuously examined and guides instruction. Collaborative planning sessions will take place twice a week.

Shelton Long, Principal

Ilene Orwig, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	34	250	178
Percent satisfied with learning environment	88.2%	88.8%	88.1%
Percent satisfied with social and physical environment	85.3%	82.7%	89.3%
Percent satisfied with school-home relations	76.5%	83.9%	75.1%

*Only students at the highest elementary school grade level at this school and their parents were included.